

First Contact Survey 2014-15

*The item only appears when a certain choice is selected from a previous question.

Special Education Services

Select the student's Primary Disability-Primary Disability

- Autism
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment
- Noncategorical
- Deaf-blindness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Eligible individual (for Iowa only)

Classroom setting: Choose the option that best describes the student's class placement

- Regular Class: includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day
- Resource Room: includes students who receive special education and related services outside of the regular classroom for at least 21 percent but no more than 60 percent of the school day
- Separate Class: includes students who receive special education and related services outside the regular class for more than 60 percent of the school day
- Separate School: includes students who receive special education and related services in a public or private separate day school for students with disabilities, at public expense, for more than 50 percent of the school day
- Residential Facility: includes students who receive special education in a public or private residential facility, at public expense, for more than 50 percent of the school day
- Homebound/hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

Hearing

Hearing

- No known hearing loss
- Deaf or hard of hearing

Hearing: Mark all that apply*

- ☐ Uses personal or classroom amplification (e.g., personal FM device)
- ☐ Uses animated signing software (e.g., Sign for Me)
- ☐ Uses oral language
- ☐ Uses sign language

Vision

Vision

- ☐ No known vision loss
- ☐ Normal vision with glasses or contact lenses
- ☐ Blind or low vision, including vision that is not completely corrected with glasses or contact lenses

Vision: Mark all that apply*

- ☐ Requires enlarged print
- ☐ Requires tactile graphics and symbols
- ☐ Requires or uses Braille

Braille & Visual Aid

If the student reads Braille, select all options used for assessment purposes*

- ☐ Uncontracted Braille
- ☐ Contracted Braille
- ☐ Nemeth Code for mathematics or science

If the student reads Braille, select the primary type of Braille used for assessment purposes*

- ☐ Uncontracted Braille
- ☐ Contracted Braille

Technological Visual Aids: Mark all that apply-

- ☐ Magnifier
- ☐ Computer screen magnifier (fits over standard monitor)
- ☐ Screen magnification software (e.g., Closeview for Mac, ZoomText)
- ☐ CCTV
- ☐ Screen reader
- ☐ Scanner with talking word processor
- ☐ Manual Braille writing device (e.g., Perkins Brailier)
- ☐ Electronic Braille writing device (e.g., Mountbatten Brailier)
- ☐ Device with refreshable Braille display
- ☐ Light box

Arm and head control

Arm and hand control: Mark all that apply-

- ☐ Uses two hands together to perform tasks
- ☐ Uses only one hand to perform tasks
- ☐ Requires physical assistance to perform tasks with hands
- ☐ Cannot use hands to complete tasks

Computer Use

Computer Use: Select the student's primary use of a computer

- ☐ Accesses a computer independently
- ☐ Uses a computer with support (human or assistive technology)
- ☐ This student has not had the opportunity to access a computer

Why has this student not had the opportunity to access a computer? *

- ☐ Student's disability prevents the student from accessing a computer
- ☐ The equipment is unavailable at the school level
- ☐ Student refuses to try to use a computer
- ☐ I (or other educators) at this school have not had the opportunity to instruct the student on computer usage

Access & Switches

Computer access: Mark all that apply-

- ☐ Standard computer keyboard using fingers
- ☐ Standard computer keyboard using pointer
- ☐ Keyboard with large keys
- ☐ Alternative keyboard (e.g., Intellikeys)
- ☐ Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
- ☐ Standard mouse
- ☐ Head mouse
- ☐ Eye gaze technology
- ☐ Sip and puff technology
- ☐ Scanning with switches

If the student uses switches to access a computer, please indicate how many switches and what body part the student uses to access the switches*

	0 switches	1 switch	2 switches	3 or more switches
Head				
Hand or arm				
Knee, foot or leg				

Expressive Communication

Does the student use speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with speech *

- Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Does the student use sign language in addition to or in place of speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with sign language *

- Regularly combines 3 or more signed words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 signed words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, and commenting)
- Usually uses only 1 signed word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Select the student's primary sign system *

- American Sign Language (ASL)
- Signed Exact English (SEE)
- Hybrid or idiosyncratic/personalized signing system

Alternate Communication

Does the student use augmentative or alternative communication in addition to or in place of speech or sign language to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with augmentative or alternative communication *

- Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, commenting)
- Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)

Augmentative or alternative communication: Mark all that apply-

- Symbols offered in groups of 1 or 2
- Low-tech communication board(s) with 8 or fewer symbols
- Low-tech communication board(s) with 9 or more symbols
- Low-tech communication book with multiple pages each containing 8 or fewer symbols
- Low-tech communication book with multiple pages each containing 9 or more symbols
- Eye gaze board (eye gaze communication) with 4 or fewer symbols
- Eye gaze board (eye gaze communication) with 5 or more symbols
- Simple voice output device (e.g., BIGmack, Step by Step, Cheap Talk, Voice-in-a-Box, Talking Picture Frame) with 9 or fewer messages or multiple messages in sequence
- Simple voice output device with 10 to 40 messages
- Voice output device with levels (e.g., 6 level Voice-in-a-box, Macaw, Digivox, DAC)
- Voice output device or computer/tablet with dynamic display software (e.g., DynaVox, Mytobii, Proloquo2Go, Speaking Dynamically Pro, Vantage)
- Voice output device with icon sequencing (e.g., ECO, ECO2, Springboard Lite, Vanguard)

Receptive Communication

Receptive communication: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 0% (student does not exhibit this skill), 1% to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
- B) Can perform simple actions, movements or activities when asked (e.g., comes to teacher's location, gives an object to teacher or peer, locates or retrieves an object)
- C) Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")
- D) Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed
- E) Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
- F) Follows 2-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

Reading Skills

Reading skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 0% (student does not exhibit this skill), none to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)
- B) Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)
- C) Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)
- D) Reads words, phrases, or sentences in print or Braille when symbols are provided with the words
- E) Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)
- F) Reads text presented in print or Braille without symbol support but WITHOUT comprehension
- G) Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)
- H) Explains or elaborates on text read in print or Braille

Students approximate instructional reading level in print or Braille: Mark the highest one that applies

- Above third grade level
- Above second grade level to third grade level
- Above first grade level to second grade level
- Primer to first grade level
- Reads only a few words or up to pre-primer level
- Does not read any words when presented in print or Braille (not including environmental signs or logos)

Math Skills

Math skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 0% (student does not exhibit this skill), none to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Creates or matches patterns of objects or images
- B) Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)
- C) Sorts objects by common properties (e.g., color, size, shape)
- D) Counts more than two objects
- E) Adds or subtracts by joining or separating groups of objects
- F) Adds and/or subtracts using numerals
- G) Forms groups of objects for multiplication or division
- H) Multiplies and/or divides using numerals
- I) Uses an abacus
- J) Uses a calculator
- K) Tells time using an analog or digital clock
- L) Uses common measuring tools (e.g., ruler or measuring cup)
- M) Uses a schedule, agenda, or calendar to identify or anticipate sequence of activities

Writing Skills

Writing skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill
- 0% (student does not exhibit this skill), none to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Makes random marks or scribbles with pencil or marker
- B) Randomly selects letters or symbols when asked to write, with or without requiring use of pencil or marker (e.g., writes single letters or numbers with crayon, randomly selects letters from alphabet or on keyboard, randomly selects symbols from communication board)
- C) Copies letters and words with pencil, pen, marker, or keyboard, but cannot produce independent writing
- D) Selects symbols to express meaning when asked to write (e.g., writes letters with pencil or pen, chooses letters on keyboard, selects symbols on communication board)
- E) Writes using word banks to select or copy words (e.g., copies words with pencil or pen, copies words using keyboard, selects words on communication board)
- F) Uses letters to accurately reflect sounds in words when writing (e.g., writes own name using pencil or keyboard, writes letters without copying, uses keyboard or other technology to select letters without copying)
- G) Uses spelling (not always correct) to write simple phrases and sentences (e.g., writes phrases and sentences independently without copying, uses keyboard or other technology to produce phrases and sentences without copying)
- H) Uses spelling (not always correct) to write paragraph-length text (e.g., produces text by writing or using keyboard or other technology without copying)

Attention

Level of attention to teacher-directed instruction

- Generally sustains attention to teacher-directed instruction
- Demonstrates fleeting attention to teacher-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to teacher-directed instructional activities

Level of attention to computer-directed instruction

- Generally sustains attention to computer-directed instruction
- Demonstrates fleeting attention to computer-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to computer-directed instructional activities

Understanding Instruction

General level of understanding instruction: Choose the highest one that applies

- Applies understanding of skills and concepts to novel instructional activities (e.g., generalizes learning to new settings, uses previously learned skills in unfamiliar problems or situations with no more than minimal prompting and support)
- Demonstrates understanding of previously instructed skills and concepts in similar situations without prompting and support (e.g., uses previously learned skills in familiar problems or situations without prompting or support)
- Demonstrates understanding of previously instructed skills and concepts with prompting and support (e.g., uses previously learned skills only with prompting and support)
- Participates in instructional activities with prompting and support (e.g., participates but does not apply previously learned skills to familiar situations even with prompting and support)
- Does not participate in instructional activities even with prompting and support

Health

Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications, etc.) that interfere with instruction or assessment?

- No
- Yes

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